

Mountain View High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Mountain View High School
Street	3535 Truman Ave.
City, State, Zip	Mountain View, CA 94040-4559
Phone Number	650.940.4600
Principal	Michael Jimenez
Email Address	michael.jimenez@mvla.net
School Website	https://mvhs.mvla.net/
County-District-School (CDS) Code	43696094334728

2021-22 District Contact Information

District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Nellie Meyer
Email Address	nellie.meyer@mvla.net
District Website Address	www.mvla.net

2021-22 School Overview

Mountain View High School (MVHS) has been recognized as one of the top high schools in America by multiple publications over the past decade. Most recently, Mountain View High School was ranked by Niche (an online research group that investigates schools) #18 amongst all public schools in the state of California. The school has an attractive facility that is conducive to high-level learning and achievement. Mountain View High School is primarily a college-preparatory school that provides a wide array of Advanced Placement and Honors courses to enable students to challenge themselves appropriately.

MVHS has a current enrollment of 2,317 students (as of CBEDS day, October 2021). Parents and community enthusiastically support the school by volunteering, donating and participating in activities. The school has a reputation as a welcoming and safe place for young people and makes learning fun. We value student voice and strive to treat students with respect as they progress on their journey as young adults.

Mountain View High School's Vision Statement states:

We at MVHS value an equitable and collaborative learning environment in which students and staff respect the diversity of our society.

We value the intellectual, emotional and physical well being of our community.

We are committed to empowering lifelong learners who can think critically, solve problems creatively, and participate ethically at MVHS and in our greater democratic society.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	562
Grade 10	592
Grade 11	575
Grade 12	528
Total Enrollment	2,257

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	23.1
Black or African American	1.3
Filipino	2.8
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	10.1
White	39.8
English Learners	7.6
Foster Youth	0.2
Homeless	0.8
Socioeconomically Disadvantaged	12.6
Students with Disabilities	10.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent		0
Mathematics	Excellent		0
Science	Excellent		0
History-Social Science	Excellent		0
Foreign Language	Excellent		0
Health	Excellent		0
Visual and Performing Arts	Excellent		0
Science Laboratory Equipment (grades 9-12)	Excellent		0

School Facility Conditions and Planned Improvements

The safety, cleanliness and adequacy of the school facility is of the highest priority. Our facilities are maintained by a professional and committed staff that is able to address immediate and longer-term maintenance and facility's needs. Recent increases in enrollment have pushed our site towards its classroom capacity, but we are still able to provide safe, clean, high quality classrooms and work spaces for all students and staff. Our facilities have also been updated to meet COVID-19 safety guidelines that include the installation of signage, hand sanitizer stations, MERV-13 hospital grade air filters, and other specialized cleaning equipment.

The school campus is currently under construction as the district is currently in the process of building multiple new buildings to support enrollment growth and needs. The addition of two buildings to include 20 new classrooms and lab space intended for Robotics, Engineering and Computer Science opened in the 2021-22 school year. The next phase of construction will include a new Administration building, cafeteria, and student wellness center.

Year and month of the most recent FIT report December 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	568	272	47.89	52.11	88.97
Female	268	127	47.39	52.61	90.55
Male	298	145	48.66	51.34	87.59
American Indian or Alaska Native	--	--	--	--	--
Asian	125	75	60	40	94.67
Black or African American	--	--	--	--	--
Filipino	12	9	75	25	--
Hispanic or Latino	135	39	28.89	71.11	69.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	70	44	62.86	37.14	95.45
White	219	99	45.21	54.79	89.9
English Learners	41	4	9.76	90.24	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	39	17	43.59	56.41	94.12
Socioeconomically Disadvantaged	68	21	30.88	69.12	61.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	10	19.61	80.39	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	568	300	52.82	47.18	83.33
Female	268	140	52.24	47.76	82.14
Male	298	158	53.02	46.98	84.81
American Indian or Alaska Native	--	--	--	--	--
Asian	125	80	64.00	36.00	92.50
Black or African American	--	--	--	--	--
Filipino	12	9	75.00	25.00	--
Hispanic or Latino	135	43	31.85	68.15	51.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	70	46	65.71	34.29	84.78
White	219	116	52.97	47.03	90.52
English Learners	41	3	7.32	92.68	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	39	19	48.72	51.28	89.47
Socioeconomically Disadvantaged	68	22	32.35	67.65	40.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	11	21.57	78.43	45.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	490	NT	NT	NT	NT
Female	250	NT	NT	NT	NT
Male	240	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	111	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	109	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	53	NT	NT	NT	NT
White	198	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	31	NT	NT	NT	NT
Socioeconomically Disadvantaged	64	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	NT	NT	NT	NT

2020-21 Career Technical Education Programs

As a district, we offer two Engineering (STEAM) Academies, a Hospitality Program, and an Academy of Communication, Arts, and Technology (Freestyle). We continue to offer a high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards. The following CTE program sequences are offered: Engineering Technology (I & II), Robotics (I & II), Culinary Arts (I & II), Digital Media (I & II), Design (I & II), Film Production (I & II), and Animation (I & II). Members of our CTE advisory committees are actively involved in working with students on career plans and serve as guest speakers in classes on a fairly regular basis, as well as advising our staff on curricular issues as well as what type of machinery and equipment to buy to simulate real industry experiences for our students. Our advisory council consists of representatives from all of our offered CTE industries related to our pathways. Industry Advisory members represent regional and local companies such as Google, Adobe, NVIDIA, and The Computer History Museum among others. The district also partners with Earn & Learn, a Bay Area company that specializes in connecting schools to Work-Based-Learning (WBL) opportunities in the community.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	342
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	62.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	93.31
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	75.94

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Mountain View High School welcomes and celebrates the contributions of parents and community members. There are many ways for parents to participate in our parent groups. If you'd like to volunteer or learn more, please visit <http://www.mvla.net/MVHS/Department/34-Parents> to browse through the myriad parent organizations. Some of our groups include but are not limited to:

MVHS Parent Teacher Student Association: The PTSA is the voice for MVHS parents, teachers and students. It provides a safe place for debate, conversation and suggestions for improvement when issues arise on campus.

School Site Council: A group parents, students, staff and administration who oversee implementation of the school's School Plan for Student Achievement. The committee oversees distribution of funds, conducts research into school issues and provides support for continuous school improvement. Elections are held at the beginning of each school year for each separate group that is represented.

ELAC: The English Language Advisory Committee advises the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA). The committee also provides input to the LCAP report as well.

MVHS Instrumental Music Parents Association: Parents of all student musicians are invited to support our program through various volunteer opportunities. The IMPA allows our community of music families to connect in a variety of different venues.

MVHS Sports Boosters: They work to support all aspects of athletics at MVHS. They communicate with the Athletic Director about programs and facilities, conduct fundraisers and hold awards banquets for students. They help to fund team equipment, athletic field and facility improvements.

LPO (Latino Parent Organization): This bilingual group meets to support all aspects of Latino student success. Parents receive information about financial aid, college planning, social services, and study skills.

Tea Time: Supports parents of Chinese background on ways to support their students. They share school information and provide parenting skills.

Tutoring Center: Volunteer at the tutorial center. Adult volunteers from the community, MVHS parents, retired teachers, university students are welcome to volunteer. Tutoring sessions are individual or small groups, walk-in or by appointment. The tutorial center is open during the school day, before school, after school and during break and lunch.

Become a mentor. The tutoring center works with the Mentor Tutor Connection (MTC) and matches mentors with students with similar interests. The mentor functions as a role model helping students develop self-esteem and supporting their goals and aspirations.

Robotics: The robotics team educates and inspires students in the fields of science and technology through its participation in the FIRST (For Inspiration and Recognition of Science and Technology) competition. The robotics team has a student mentor partnership that gives students the opportunity to work alongside mentors from industry to provide a rich and inspiring experience.

Science Olympiad: The MVHS Science Olympiad club educates and inspires students in all STEM (science, technology, engineering, and math) disciplines through hands-on activities and learning. The club includes team members that compete at the annual Science Olympiad competition, the National Ocean Sciences Bowl, and also provides learning opportunities to explore science further.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	7.4	6.6	8.0	6.5	52.9	6.4	9.0	8.9	9.4
Graduation Rate	92.0	89.8	91.4	92.1	43.0	92.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	500	457	91.4
Female	253	237	93.7
Male	247	220	89.1
American Indian or Alaska Native	0	0	0.00
Asian	114	109	95.6
Black or African American	--	--	--
Filipino	15	14	93.3
Hispanic or Latino	112	90	80.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	51	47	92.2
White	202	192	95.0
English Learners	48	35	72.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	117	90	76.9
Students Receiving Migrant Education Services	0	0	0.00
Students with Disabilities	50	34	68.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2328	2278	88	3.9
Female	1094	1076	38	3.5
Male	1229	1197	49	4.1
American Indian or Alaska Native	2	2	0	0.0
Asian	531	522	7	1.3
Black or African American	30	29	1	3.4
Filipino	67	64	0	0.0
Hispanic or Latino	517	501	56	11.2
Native Hawaiian or Pacific Islander	11	9	2	22.2
Two or More Races	230	227	4	1.8
White	926	911	18	2.0
English Learners	195	183	33	18.0
Foster Youth	4	4	1	25.0
Homeless	24	22	6	27.3
Socioeconomically Disadvantaged	313	302	38	12.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	248	240	28	11.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.05	0.09	2.45	0.06	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.93	1.11	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.09	0.00
Female	0.00	0.00
Male	0.16	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.19	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

MVHS is surrounded by high-priced, single family homes. The school enjoys open communications and positive relationships with other schools and agencies, and communications between staff and students is open and friendly. Students, staff & parents feel welcomed and supported on the campus. The community is very supportive of MVHS.

The school is perceived to be a safe place for kids and the school climate is positive and truly conducive to learning. There is very little criminal activity in the neighborhood during school hours, minimal complaints from the community, and strong attendance at MVHS. The vast majority of students go on to post-secondary education and training. The dropout rate is low and very few students are referred to alternative education. The staff strives to provide a safe, clean, and orderly environment that facilitates student learning and participation. All visitors must first obtain a guest pass and sign in at the receptionist desk in the front office. A full-time School Resource Officer (SRO) from the Mountain View Police Department (MVPD) provides additional campus supervision, works with students with family issues, provides counseling and resource referrals, and serves as a role model and mentor. There are campus security guards who assist in the supervision of the campus, assist in activities, direct visitors, and ensure that students are in class. Each campus supervisor is equipped with a walkie-talkie and is in constant communication with the administration, counselors, therapists, SRO, and other staff members. Administrators, counselors, teachers, SRO, and campus supervisors monitor the campus before school, passing periods, lunch, after school, and at school-sponsored events. We perform multiple fire drills, an earthquake evacuation drill and a Run, Hide and Defend drill every year. Each classroom is equipped with adequate emergency supplies in the event of a disaster. Due to the Coronavirus Pandemic, additional safety equipment and signage has been installed to keep the students and the staff safe.

MVHS's Safe School Plan gets reviewed and completed with staff and students yearly. The 2020-21 plan was approved on February 10, 2021 by the School Site Council which is composed of staff (certificated and classified), students, and parents and was approved by the MVLA School Board on March 22, 2021. The Safety Plan is available on the MVHS Website.

The MVHS Safe School Plan includes procedures and compliance with laws including:

(1) child abuse reporting, (2) disaster response (including lock down procedures), (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, and (8) procedures to ensure a safe and orderly environment for learning.

The plan also addresses new objectives designed to maintain our school goals of having a safe physical and social climate at MVHS. The objectives for the 2020-21 school year were:

Identify and address surveillance camera needs and/or security devices in/or around school property to reduce the incidents of violence, bullying, and vandalism as measured by discipline reports.

Identify and address traffic flow and pedestrian safety concerns.

Strengthen and practice crisis response plans.

Increase awareness of drug/vape prohibitions on campus and decrease use of vaping or other drugs on campus.

Improve school facilities to promote spirit and diversity.

Increase awareness of mental health resources available to students.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	65	43	
Mathematics	22	47	36	8
Science	26	14	45	8
Social Science	23	24	59	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	56	40	5
Mathematics	24	44	32	15
Science	27	11	61	
Social Science	26	14	57	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	54	45	4
Mathematics	25	28	55	3
Science	27	10	57	5
Social Science	28	7	59	7

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	313.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,324	\$2,882	\$12,853	\$144,906
District	N/A	N/A	\$15,722	\$139,132
Percent Difference - School Site and District	N/A	N/A	-20.1	4.1
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	41.4	44.4

2020-21 Types of Services Funded

MVLA offers a comprehensive program of services that is designed to accommodate students with divergent and disparate needs. We have a very strong college preparatory program and many different support services for students with varying academic levels. To provide all students the opportunity to complete high school and to be prepared for post-secondary education, training and work experience, the district operates a multitude of alternative programs, each one designed to cater to the needs of a particular group of students. We provide a wide array of alternative programs which include among others a Young Parents Program, summer school Bridge Program, Middle College Program, College Now Program, Option B (asynchronous coursework), Alta Vista Continuation High School, Alta Vista Opportunity for Freshmen, Independent Study, Freestyle High - Academy of Communication Arts and Technology, and support classes in English and Math.

The great majority of programs and services at MVHS are provided with General Purpose dollars. MVHS does receive modest amounts of money in addition to the general fund from the following categorical programs:

- Title II
- Title III
- Special Education
- Career Technical Education Incentive Grant (CTEIG)
- MVLA Foundation

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$84,476	\$54,687
Mid-Range Teacher Salary	\$134,422	\$92,222
Highest Teacher Salary	\$159,627	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$220,394	\$162,322
Superintendent Salary	\$302,500	\$258,950
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	51.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	14
Fine and Performing Arts	3
Foreign Language	10
Mathematics	13
Science	27
Social Science	20
Total AP Courses Offered	91

Professional Development

Professional Development at MVHS is infused into bi-monthly department coordinator meetings and 3-4 monthly department meetings with the whole school invited to monthly meetings. Department Coordinator meetings act as an advisory council and also includes opportunities for Coordinator training and support to lead their departments in the Data Team and Course Collaboration processes. MVHS teachers participate in ongoing weekly course and grade level team meetings. The focus of these teams is to align curriculum and assessments, to review specific student outcomes, and to choose and implement appropriate instructional strategies. Administration, Instructional Support Staff, our WASC coordinator, and Department Coordinators meet monthly to review school-wide data and to set objectives in accordance with WASC objectives.

During the last 18 months, the Mountain View High School staff and community has been involved in the WASC process and specifically developing its action plan for the next six years. The five goals for improvement include:
Strengthen the systems for effective communication among staff and between the school and the community it serves to create a supportive, sustainable and cohesive culture with a shared vision for ALL the students we serve.
Continue to narrow the opportunity and expectation gap for critical learners including: EL, Special Ed and Latino students
Continue to implement and monitor systems in place to address student and staff wellness through clinical services, socioemotional learning, MVLA policies and practices, culture building and preventative coping strategies.
Continue to strengthen and support our Staff Teams to create rigorous, emotionally safe and culturally relevant spaces for ALL students
Commit to using data (internal and external) to measure, reflect and make decisions regarding the social, emotional and academic needs of ALL the students we serve

Additional professional development initiatives include an Education and Technology task force, a Wellness task force, and Course Team Collaboration workshops. We have also developed an Option B program to support students that choose remote learning options to complete their a-g requirements. We are piloting Canvas and other platforms to support student learning models during distance learning as well as hybrid learning models.

Furthermore, the District provides Curriculum Institute funds for staff to attend local, state and national conferences, workshops and trainings to support the school wide action plan and District goals. District funding is also available to teachers to complete National Board Certification.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Mountain View-Los Altos Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Nellie Meyer
Email Address	nellie.meyer@mvla.net
District Website Address	www.mvla.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1156	671	58.04	41.96	85.67
Female	560	330	58.93	41.07	87.84
Male	593	340	57.34	42.66	83.53
American Indian or Alaska Native	--	--	--	--	--
Asian	272	199	73.16	26.84	91.96
Black or African American	--	--	--	--	--
Filipino	16	11	68.75	31.25	90.91
Hispanic or Latino	316	139	43.99	56.01	64.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	111	74	66.67	33.33	94.59
White	427	236	55.27	44.73	89.41
English Learners	56	11	19.64	80.36	27.27
Foster Youth	--	--	--	--	--
Homeless	18	4	22.22	77.78	--
Military	57	30	52.63	47.37	83.33
Socioeconomically Disadvantaged	172	79	45.93	54.07	63.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	39	33.05	66.95	46.15

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1156	716	61.94	38.06	77.48
Female	560	351	62.68	37.32	76.64
Male	593	363	61.21	38.79	78.45
American Indian or Alaska Native	--	--	--	--	--
Asian	272	204	75.00	25.00	93.60
Black or African American	--	--	--	--	--
Filipino	16	11	68.75	31.25	72.73
Hispanic or Latino	316	150	47.47	52.53	42.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	111	79	71.17	28.83	84.81
White	427	260	60.89		85.00
English Learners	56	10	17.86	82.14	--
Foster Youth	--	--	--	--	--
Homeless	18	4	22.22	77.78	--
Military	57	33	57.89	42.11	78.79
Socioeconomically Disadvantaged	172	87	50.58	49.42	37.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	42	35.59	64.41	28.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.